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ABSTRACT

The report contains a summary of conclusions and recommendations concerning career education programs for handicapped students in Philadelphia as well as a specific report for each of the six projects funded during the 1979-80 school year. The following projects are described: Consumer and Homemaking for Retarded Educables, Consumer and Homemaking for Retarded Trainables, Individualized Instruction for Special/Vocational EMR Programs, Resource Room Program, Vocational Education for Bilingual Students, and Vocational Program for the Handicapped. Each program report provides information on category and project area, proposal number, budget, person responsible for project, location, project description, project history, project objectives, project implementation, the evaluation plan, the attainment of objectives, and conclusions and recommendations. All programs were found to be effective to varying degrees. Recommendations included such suggestions as providing assistance with facilities and scheduling, involving more regular teachers in order to overcome their reluctance to utilizing special services, and expanding programs to support the increasing number of mainstreamed mildly handicapped students. (DB)

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EVALUATION OF SPECIAL EDUCATION PROJECTS IN CAREER EDUCATION 1979 - 1980

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SUMMARY OF SPECIAL EDUCATION PROGRAM RESULTS

The School District of Philadelphia has developed programs within career education to serve the needs of handicapped students, using diverse approaches and techniques. These programs are designed to enrich the learning environment and experiences of handicapped students through individualized instruction. This is an attempt to provide the necessary support for these students to succeed in a vocational shop environment. The evaluation of these projects is designed to provide information necessary for further project development, and the successful implementation of project objectives. This year there were six programs implemented for the specific needs of handicapped students. The programs encompassed and provided support in all areas of vocational education. The projects were as follows: Consumer and Homemaking for Retarded Educables, Consumer and Homemaking for Retarded Trainables, Individualized Instruction for Special/Vocational EMR Programs (AIMS), Resource Room Program, Vocational Education for Bilingual Students, and Vocational Programs for the Handicapped. The projects ranged from providing support to mainstreamed handicapped students by use of paraprofessional aides and resource room teachers, to self-contained classrooms of handicapped home economics and bilingual students. A brief summary of conclusions and recommendations concerning each of the programs funded during the 1979-80 school year is provided, and is followed by a complete report for each of the six projects.

CONCLUSIONS AND RECOMMENDATIONS

The two Consumer and Homemaking programs assisted educable mentally retarded students with home management and self-sufficiency skills development, and trainable mentally retarded students in developing self-sufficiency skills. Students in the Individualized Instruction for Special/Vocational EMR Programs (AIMS) were reported by their shop teachers to have made gains in their vocational shops as a result of the individualized instruction and AIMS learning packets and materials. The materials reinforced shop terminology, and increased students' understanding of terms, concepts, and equipment. Although students made progress there, one center was reported to be lacking accompanying tapes and other supplemental materials. The Resource Room Program assisted a portion of the mildly handicapped students to adjust to a mainstreamed vocational shop environment. Student needs were assessed and alternative supportive instruction given to assist students to survive in a mainstreamed environment. Although students were provided support, some instructors were reluctant to permit assistance of their students by the Resource Room teachers. Students in the Vocational Education for Bilingual Students program received remedial and vocational assistance. Vocational ideas and concepts were taught in conjunction with remedial tutoring in basic reading, arithmetic, and vocabulary. Vocational Programs for the Handicapped provided paraprofessionals to assist teachers with direct instructional services and vocational support for mainstreamed handicapped students. Aides reported more confidence this year in assisting students with

projects and shop theory. Students in each of the handicapped programs showed gains made through the supportive services provided by these projects.

The Consumer and Homemaking for Retarded Educables project would benefit from assistance at some sites in the areas of facilities and scheduling, thereby enabling it to provide instruction in more areas of home economics. For the Individualized Instruction for Special/Vocational EMR Programs (AIMS), efforts should be made to insure that students specified by the proposal are served before other students, and that both centers develop operating procedures that will meet project objectives. It is recommended for the Resource Room that efforts be made to involve more shop instructors and to help some teachers overcome their reluctance to utilize the services of the program. Assistance is needed to increase the percentage of employed EMR Spanish-speaking students in the Vocational Education for Bilingual Students program. Finally, the Vocational Programs for the Handicapped should be expanded to assist and provide support for the increasing number of mainstreamed mildly handicapped students.

CONSUMER AND HOMEMAKING FOR RETARDED EDUCABLES

CATEGORY: Subpart 5

PROJECT AREA: Consumer and Homemaking

PROPOSAL NUMBER: 91-9002

BUDGET: $196.360.13

PERSON RESPONSIBLE FOR PROJECT; Mrs. Alice Smith

LOCATION/S: Full-time: Bartram and West Philadelphia High Schools
Part-time: Audenreid, Barratt, Harding, Jones, and Penn Treaty Junior High Schools

PROJECT DESCRIPTION

This program was designed to improve the home management skills and self-sufficiency of educable mentally retarded (EMR) students through education in home economics, Areas of instruction included food and nutrition, clothing and textiles, crafts, human growth and development, consumer education, and career education. The program aimed to prepare both males and females for combining the roles of homemaker and wage earner.

Four teachers were employed in the program, serving the same seven schools as last year. Two of these were full-time teachers assigned respectively to Bartram and West Philadelphia High Schools. The other two were itinerant teachers serving junior high schools, one at Harding, Jones, and Penn Treaty Junior High Schools, and the other at Audenreid and Barratt Junior High Schools. Each teacher was assigned an aide. The program was characterized by its diversity, with a variety of physical facilities, rostering situations, and instructional styles being evident at the various locations.

PROJECT HISTORY

Funding for this project was first approved for the 1977-1978 school year, but delays in obtaining the funds prevented implementation of the project until 1978-1979. During the latter year, the program was successfully launched, despite some delays in staffing and limitations in facilities. Efforts were made, where needed, to obtain improved facilities at the schools for 1979-1980, which was the second year of the project's actual implementation.

PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

1. To continue to develop a program of consumer and homemaking education to meet the needs of the handicapped.
2. To help retarded educable students develop those skills of personal care which will make them self-sufficient.
3. To help retarded educable students develop the skills which will make them eligible for additional training for employment.

PROJECT IMPLEMENTATION

The program achieved an early start in the Fall of 1979, due to retention of the same instructional staff which had been appointed in the previous year. At Bartram High School, the teacher had eight classes with a total of about forty students. Due to continuing problems at that school involving project implementation and the lack of adequate facilities, the principal cancelled the program in February, thereby reducing the number of project sites. At West Philadelphia High, the teacher taught two single-period classes in consumer education, one single-period class in clothing, and one double-period class in foods and homemaking. Each class met daily, five days per week.

The two itinerant teachers had a variety of scheduling patterns at the various junior high schools. One teacher taught three days a week at Barratt and two days at Audenreid. At Barratt, there were four classes, later consolidated into three, which were separated by the school principal into all-male or all-female groups. The teacher met each group for two double periods per week. At Audenreid, there were three classes, also meeting for two double periods per week. The other itinerant teacher spent one day per week at Harding, one at Penn Treaty, and three at Jones. Her classes included Learning Disabled (LD) students from the schools' resource rooms as well as EMRs. At Harding there was one LD class and two EMR classes, each meeting for one double period per week. At Penn Treaty there were three EMR classes, each meeting for one single period and one LD class meeting for one double period per week. At Jones, where the largest number of classes at any site was involved in the program, there were twelve single periods of special education classes, combining EMRs, LDs and one Severely and Profoundly Impaired (SPI) student; additionally, there was one double-period class of EMR students from the Jones Alternative School, and one all-LD class.

Several observations were made at each site throughout the year, and the evaluator accompanied a few of the classes on field trips to note the students' responses.

EVALUATION PLAN: QUESTIONS ANSWERED

1. How many students were enrolled in the program?

The following table presents enrollment figures at the several sites and shows fluctuations that occurred at some of them in the course of the year. Data was obtained from the teachers' records,

Table I

Enrollment in the Consumer and Homemaking for Retarded Educables Program

Site	Latest Figure For First Semester	Latest Figure For Second Semester
Bartram High School	40	(discontinued at this site)
West Philadelphia High School	68	53
Audenreid Junior High School	36	21
Barratt Junior High School	35	37
Harding Junior High School	31	31
Jones Junior High School	107	108
Penn Treaty Junior High School	35	35
Total	352	285

The average attendance in single classes observed was about six to seven students.

2. What was the nature of physical facilities? What problems did teachers cite with regard to facilities and class scheduling? Were facilities and schedules adequate for attainment of program objectives?

Although there were limitations at some sites in facilities and/or scheduling, teachers for the most part were able to adapt to what was available and carry on with the program. At West Philadelphia High School, the destruction by fire last year of much of the school's home economics facilities necessitated the use for foods instruction of an unattractive basement room which had to be entered through an adjoining class and which frequently appeared unclean. The classroom also contained some discarded school kitchen equipment which remained throughout the year. It was equipped, however, with the necessary food preparation facilities for home economics. For clothing instruction, the teacher had to share the clothing laboratory simultaneously with another class, which presented a distraction. At Bartram High

School, the unavailability of an adequate home economics room was a factor in the midyear cancellation of the program at that site. The same kinds of home economics facilities existed at each of the junior high schools served by the program. The rooms were generally pleasant and well equipped. There were, however, variations among the sites as to which of these facilities were made available to the program. At Barratt, both the food and clothing rooms were available throughout the year, and the teacher was able to alternate their use. At Audenreid, the classes were rostered to use the clothing room in the first half of the year and the food room in the second half. At Jones, all classes met in the model apartment, which contained food and clothing facilities as well as home furnishings. At Harding, some classes were rostered only for use of the clothing room and others only for the foods room, a situation which precluded laboratory activities in either foods or clothing for the classes not using both rooms. At Penn Treaty, the classes were rostered only to use the food room, with the result that there was no clothing instruction provided. The program coordinator did not consider this a liability, however, since the same students at those schools had been scheduled to use the other facilities in home economics classes during the previous year. The teacher felt that it would have strengthened the program if double periods, allowing lengthier activities, had been scheduled at Penn Treaty, and had she been able to use for family living study the model apartments at Penn Treaty and Harding which had not been made available for home economics classes.

3. What was the nature of classroom instruction? What materials and equipment were utilized? To what extent did classes complete activities and projects?

The teachers endeavored to offer instruction in all areas of home economics (except in the instances noted above where food or clothing laboratories were not available). Areas covered in addition to food and clothing included human growth and development, consumer education, career education, and family living.

Activities observed at Bartram included a filmstrip on pregnancy and reproduction, a lesson on stain removal, and a discussion of diet and proper weight. At West Philadelphia High, there was a variety of food preparation projects throughout the year. In clothing class, students selected construction patterns and made garments by hand and machine. Worksheets were used as instruments in studying banking and credit and locating information in the newspaper. There were also lessons in insurance, catalog ordering of merchandise, and the buying and renting of real estate. Field trips were made to neighborhood markets, the Black History Museum, the "A.M. Philadelphia" telecast at WPVI-TV, and to see the film Kramer vs. Kramer, which dealt with family relationships. Field trips generally provided opportunities for students to visit parts of the city with which they were unfamiliar.

The itinerant teacher serving Audenreid and Barratt Junior High Schools implemented different instructional programs at each school. Classes at Barratt studied budgeting, banking, and consumer education, using filmstrips and worksheets. A variety of food recipes was prepared throughout the year. For clothing instruction, Barratt students went to a center city store to purchase their fabric and learned to take measurements and operate sewing machines. Field trips were also

made to an outdoor market and a pretzel factory. At Audenreid, clothing and textile work included hand crafts projects such as making hook rugs, pillows, and patterns. Students were shown how to fill in their names and addresses on job applications. Several weeks were spent in orienting them to food preparation procedures and the use of various utensils, after which a few simple recipes were prepared. The teacher did not take these students on any field trips, because they had made trips with their other teachers and had difficulty obtaining transportation money. Both the Barratt and Audenreid students maintained notebooks of their activities throughout the year.

The itinerant teacher serving Harding, Jones, and Penn Treaty Junior High Schools presented the same activities at all three locations. Written vocabulary exercises were used to study human growth and development. Classes were shown how to learn ingredients by reading package labels, use banking forms, and fill in federal job applications. Menu planning was discussed, and a variety of food recipes was prepared throughout the year. Clothing and textile projects consisted of hand crafts, such as making purses, pin cushions, and place mats. Field trips were made to the "A,M. Philadelphia" telecast, to the federal courthouse to observe a naturalization ceremony, and on the Lindenwold High Speed Line to the Echelon Shopping Mall.

While all the teachers followed project guidelines in presenting instructional programs, it was evident from on-site observations and teachers' final summaries of the year's activities, as provided to the evaluator, that more activities were actually completed by students at some schools than at others. Variations in physical facilities

and in student maturity between the high school and junior high levels were factors affecting the completion of activities.

ATTAINMENT OF OBJECTIVES

The program met the first objective of offering consumer and homemaking education directed toward meeting the needs of the handicapped. Its curriculum addressed the second and third objectives of helping retarded educable students develop skills which would increase their self-sufficiency and prepare them for further vocational training. While no data were obtained on the progress and achievement of each individual student, the program provided the opportunity for students who participated to develop their skills and self-sufficiency, as stated in the objective.

CONCLUSIONS AND RECOMMENDATIONS

During the current year, teachers adapted well to the facilities which were available to them and offered relevant home economics experiences to students in accord with the program objectives. Efforts should be made at each site to have the school administration provide the facilities and scheduling necessary to offer instruction in as many fields of home economics as possible. Many EMR students who participated cooperatively demonstrated skills and knowledge gained through the classroom activities.

CONSUMER AND HOMEMAKING FOR RETARDED TRAINABLES

CATEGORY: Subpart 5

PROJECT AREA: Consumer and Homemaking

PROPOSAL NUMBER: 91-8891

BUDGET: $87,544.57

PERSON RESPONSIBLE FOR PROJECT: Mrs. Alice Smith

LOCATION/S: Full-time: L. P. Hill School
Part-time: Douglass, Sullivan and Girard Annex School

PROJECT DESCRIPTION

This project was designed to provide trainable mentally retarded (TMR) students with instruction in food and nutrition, clothing, crafts and personal care. The goal was to help them "develop home management skills... that are necessary for successful living." The project also aimed to make the individuals as self-sufficient as possible and to prepare both males and females "for combining the roles of homemaker and wage earner." The teachers at each location offered basic home economics instruction tailored to the students' learning abilities. Participation in the program was limited to students twelve years of age and older.

PROJECT HISTORY

This project was first funded for the 1969-1970 school year and has continued since then. Its objectives over the years have remained basically the same. Project personnel and sites have varied in accordance with changing conditions.

PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

1. To continue to develop a program of consumer and homemaking education to meet the needs of multi-handicapped.
2. To help retarded trainable students develop those skills of

personal care which will make them self-sufficent.

3. To help trainable students develop the skills which will make them eligible for additional training for employment in sheltered workshops.

PROJECT IMPLEMENTATION

The project this year involved one full-time teacher at the L. P. Hill School and one itinerant teacher serving the Sullivan, Douglass, and Girard Annex schools; the project was thus distributed throughout the city, with locations in Northeast, North, and South Philadelphia. The program consisted of five TMR classes at L. P. Hill, three at Girard Annex, four at Sullivan, and five at Douglass. In addition, the full-time teacher at L. P. Hill taught one section of educable mentally retarded (EMR) students. In late November, a new teacher was assigned as a replacement to the itinerant position at Sullivan, Douglass, and Girard Annex. The position at L. P. Hill was filled by the same teacher who held it last year. The home economics program at the J. E. Hill School for retarded trainable students, formerly a part of this project and originally included in this year's proposal, was removed from the program at the start of the year and absorbed into the general operating budget.

EVALUATION PLAN: QUESTIONS ANSWERED

1. How many students were enrolled in the program?

The enrollment of 510 students, as originally projected in the proposal, did not remain an expectation after the classes at the J. E. Hill School were removed from the program. The enrollment at the end of the year was 143 students, distributed as follows:

L. P. Hill School	55 students, including 16 EMR pupils
Sullivan	43 students
Douglass	28 students
Girard Annex	17 students

The figures remained approximately at this level throughout the year.

2. What was the nature of physical and support facilities at the sites? Were facilities adequate for the attainment of objectives?

Because all of the sites were elementary schools, regular home economics rooms containing food laboratories were not available as at secondary schools. Teachers appeared to make the most of existing facilities assigned to them. The quarters generally were workable, however, for the small classes involved (average attendance having been about six pupils per class).

The classes at L. P. Hill, Douglass, and Girard Annex Schools met in former faculty lunchrooms. The room at L. P. Hill was a new one, provided this year, which overcame the difficulties noted in the last two annual reports. It was large, and well lit, and contained a sink, range, refrigerator and sewing machines. The rooms at Douglass and Girard Annex were smaller and more crowded, but contained the necessary food preparation facilities and were regarded by the itinerant teacher as suitable for the class sizes. At Sullivan, there was no special room available for the program, so the teacher rotated and carried her supplies among the regular classrooms of the four TMR classes served. Three of those four rooms had kitchen facilities; the fourth class, however, when involved in projects, mixed the ingredients in their own room, and then went to one of the other rooms to use the range. The itinerant teacher found that, in some locations, the school did not

always clean the special rooms she used, thus requiring her to clean them herself.

The program proposal expressed the hope that "with the help of an aide individualized instruction can be given." The itinerant teacher had an aide of her own at Girard Annex to assist with each class. At Sullivan, the highest degree of individualized instruction took place because each class's own regular aides remained to assist during the home economics period. At Douglass, in place of aides, each class's regular teacher stayed to assist for home economics. The full-time teacher at L. P. Hill had no regular aide and usually worked alone. To allow for individualized instruction, each class was divided into two half-sections of about four students each, which met with the teacher once a week. Despite such variation in conditions among the several sites, it was possible on the whole to provide home economics instruction within the existing facilities at each school.

3. What were the characteristics of classroom instruction? What materials and equipment were utilized?

The program proposal states that "all five areas of home economics will be taught, taking into consideration the level and capability of each student". It further states that instruction would be in the form of "teacher demonstrations, practical participation by students, and ... planned field trips." Because of the students' low capabilities, however, opportunities were limited for offering instruction equally in all five areas of home economics. While the students could observe teacher demonstrations and participate in practical activities, it was difficult for them to deal with theoretical concepts. Consequently, the

preponderance of classroom activities consisted of hands-on projects in food preparation and crafts-making. Instruction was also given in proper manners and personal care and grooming. A comparatively smaller amount of time was spent on consumer education and home management. One teacher considered making field trips and found them to be unfeasible after making a class visit to a nearby laundromat. While this teacher hoped also to visit a supermarket and a restaurant, none was found to be in walking distance, and funds could not be raised for transportation costs. Involvement of students in general walking trips and school-level projects, such as the Spring Fair, were viewed as a substitute activity for field trips.

Observations by the evaluator were conducted throughout the school year at all program sites and examples of the classroom instruction were seen. Food projects observed at the L. P. Hill School included the preparation of several basic foods. Students received practice in following recipes, preparing and mixing ingredients, using cooking utensils, and setting the table. The teacher directed procedures and taught proper manners. Crafts projects observed at L. P. Hill included making scarves and sewing buttons on cloth gingerbread men.

Lessons presented by the itinerant teacher were the same at all three of her locations. Food projects throughout the year included making cookies, baking powder biscuits, pancakes, pretzels, fruit salad, banana bread, marshmallow crispies and applesauce. The teacher explained the purpose of a recipe and demonstrated how to use basic kitchen implements such as a double boiler, measuring cups, and other utensils. Students participated in mixing ingredients. Observed crafts projects

included sewing students' names on fabric, making Christmas ornaments with flannel buttons, constructing hook rugs, and making Mother's Day cards by sewing a pattern on paper. Special crafts projects for holidays were also made for Valentine's Day, Easter, and Father's Day.

4. To what degree did instructional staff personnel have their classes complete activities and projects suggested by the Project Manager?

The Project Coordinator, acting under the direction of the Project Manager, provided the teachers with ideas, materials, and curriculum guidelines. Within this framework, the teachers were free to develop their own particular lesson plans.

ATTAINMENT OF OBJECTIVES

The objectives of this program were attained. Retarded trainable students at the four project sites received home economics instruction which involved them in following directions and maintaining rapport with a teacher.

CONCLUSIONS AND RECOMMENTATIONS

This program has been absorbed into the general operating budget for the 1980-1981 school year. It will be administered under Special Education and staffed by the home economics department. Its objectives and subject content will remain the same as before. It can be recommended concerning such programs that the expectations and procedures specified in proposals be regularly updated and modified to reflect the previous school year's experiences.

INDIVIDUALIZED INSTRUCTION FOR SPECIAL/VOCATIONAL EMR PROGRAMS (AIMS)

CATEGORY: Subpart 2

PROJECT AREA: Handicapped

PROPOSAL NUMBER: 76-9001

BUDGET: $524,584.00 (Includes funding for Resource Room Program Project)

PERSON RESPONSIBLE FOR PROJECT; Dr. Richard Glean

LOCATION/S: Kane and Carroll Schools.

PROJECT DESCRIPTION

This project provided individualized vocational learning experiences to EMR, secondary age students at the Individualized Prescription Centers, located at the Carroll and Kane Occupational Schools. The purpose of the project was to increase the mastery level of basic vocational skills of educable mentally retarded students in order to increase their chances of success in vocational courses. The students were taught in small step sequences built into the program's individualized learning packets. The AIMS packets were developed by a staff of curriculum writers experienced with the vocational needs of EMR students. Students were given the repetition, review, and reinforcement needed to increase their chances of success in meeting the objectives of their prescribed vocational programs.

PROJECT HISTORY

This project was initiated in February, 1972. Individualized instructional packets, to be used in conjunction with computer terminals planned for the two schools, were devised. Students at the Carroll Occupational School made use of the developed packets and were awarded certificates upon their successful completion of

the materials. During the 1976-1977 school year, however, the previously installed computer terminal was removed from the Carroll School for budgetary reasons. For the 1977-1978 school year, materials at Carroll were to be duplicated for the new center at the Kane School. Partial materials, however, were duplicated and supplementary materials were used. During the 1978-1979 school year, Kane received additional AIMS materials from the Division of Instructional Services.

PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

1. To provide restaurant practice and tailoring EMR students with individualized instruction through participation in the Individualized Prescription Centers at the Carroll and Kane Occupational Schools.

2. To provide each of the IP Centers with the individualized instructional packets and learning activities which have already been written in the defined areas encompassing the generalized basic objectives of vocational competency.

3. To provide individualized learning experiences for approximately 180 to 200 educable mentally retarded (EMR) students.

PROJECT IMPLEMENTATION

The project operated at the Kane and Carroll schools, and provided EMR students with vocational learning skills through the use of instructional learning packets, tapes, filmstrips and other instructional materials.

Students enrolled in the AIMS project at the Carroll School were restaurant practice and tailoring students. Students enrolled at the Kane School were students in various shops. Students at Carroll met one period a week for instruction with two to three students in a class. Due to a lack of materials at Kane, students met once a day with a class size of approximately four to seven. Kane's

students became disinterested easily and often did not come. Packets were read aloud often and were not supplemented with filmstrips. The aide at Kane had a filmstrip projector, but was unsuccessful in getting any filmstrips through the school.

EVALUATION PLAN: QUESTIONS ANSWERED

1. How many students were enrolled at Carroll and Kane Individualized Prescription Centers?

The following table reports the total number of students enrolled in the AIMS program at both the Kane and Carroll Schools.

Table 1

Number of Students Enrolled in the Program

School	Number of Students
Carroll	70
Kane	30
Total	100

2. Was the Kane Individualized Prescription Center provided with the same previously developed instructional learning materials as the Carroll School?

During the 1977-78 school year, materials at the Carroll School were to be duplicated for a new center at the Kane School. Partial materials were duplicated and supplemental materials were used.

During the 1978-79 school year, the principals of Kane and Carroll Schools met with the Department of Special Education to obtain tapes and learning packets that had been previously borrowed from the Department of Instructional Services. The materials were delivered to the Kane School at the end of the school year. In November, 1979, an inventory of the new materials received from Instructional Services was made at Kane by the aides of both the

Kane and the Carroll Schools. The learning packets were divided, and arrangements were made with the Department of Special Education to duplicate the tapes so that both schools would have individual copies of the tapes. In addition, Kane was to find out which additional tapes it needed from Carroll and have the additional tapes sent to the Department of Special Education for duplication, along with the tapes received from the Department of Instructional Services. This would have ensured that both schools had the same instructional materials. To date, no further efforts have been made or reported by the Kane School to transmit any tapes to the Department of Special Education for duplication.

As of this writing, both Kane and Carroll had copies of the same learning packets, or enough for more than one student to use the same lesson (learning packet and taped lesson). Carroll still needed copies of tapes delivered to Kane by Instructional Services at the end of the last project year. In addition, new materials were ordered through the Department of Special Education for both the Kane and Carroll Schools. As the materials arrived at the Carroll School, they were placed in the AIMS classroom. Materials arriving at the Kane School were not placed in the AIMS classroom and only a few were observed in storage. The rest of the materials will have to be located and documented during the next project year.

3. How many AIMS packets were completed by students at each school, and to what instructional areas were students exposed?

Table II indicates the number of AIMS packets completed by students at the Carroll School.

Table II

AIMS Packets Completed by Carroll Students

Titles of AIMS Packet	Number of Students Completing Packets
Job Attitudes	129
Accepting Responsibility	114
Social Attitudes	73
Individual Prescription Center	65
Food Service Operation	61
Tailoring Employment Opportunities	52
Safety in Tailoring Shop	40
Basic Terminology in Tailoring	30
Tailoring Products Procedures	30
Supplemental Food Service Operations	19
Food Service Careers	18
Food Service Terminology	18
Tailoring Requirements and Attitudes	15
Safety in Kitchen	12
Courtesy	11
Initiative	10
Food Service Job Applications	9
Union Special Sewing Machine	5
Food Service Personnel Qualifications	4
Kitchen Job Staircase	3
Food Service Advancement Requirement	2
Safety in Food Preparation	2
Safety in Proper Clothing	2
Total	724

The following table shows the number of packets completed in each instructional area by students at the Kane School,

Table 2

AIMS Packets Completed by Kane Students

Title of AIMS Packet	Number of Students Completing Packets
Arithmetic Skills	264
Food Service	114
Communication Skills	44
Individual Prescriptive Center Orientation	39
Health Habits	10
Tailoring	8
Total	479

4. Was instruction designed to meet the specific instructional Needs of each student?

Students at Carroll received individual assistance once a week in the Individualized Prescription Center. The aide gave each student an introduction to topics and packets before each packet was used. Tapes were individually selected by the aide according to each student's progress and vocational area. The packets were supplemented with filmstrips after packets were completed. Students took tests at the end of each packet and were able to check their own answers. Some tapes required a whole period or more, but most students were able to complete them within one period. The aide discussed the answers with students to determine student progress and assist students with problem areas.

Students at Kane received group instruction due to the lack of materials needed for individual instruction. Students started with the same packets and, as students fell behind or worked ahead, they would work individually. Since there was a shortage of tapes the aide would read the packets out loud. Classes at Kane were larger

because students came every day. Student progress was also checked by the aide and problems discussed with students. If students did poorly on tests, they would repeat the material with assistance from the aide. The aide had a filmstrip projector, but no filmstrips to supplement packets as students finished their packets. Students progressed at their own rates in both schools.

5. What type of student progress was made in their vocational courses as a result of using the AIMS packets?

Restaurant practice and tailoring teachers reported that students improved their grades, attitudes (toward class and written work), reading, and verbal skills. Students exhibited more self confidence and a feeling of success from completing something. It was felt that the one-to-one assistance helped students to relate better to their vocational shops. The centers also reinforced terminology used in shops thereby improving student understanding of terms, concepts, and equipment.

ATTAINMENT OF OBJECTIVES

Restaurant practice and tailoring EMR students received individualized instruction in the Individualized Prescription Centers at the Kane and Carroll School. One site, however, did not solely restrict student enrollment to restaurant practice and tailoring students, but to any EMR student who would benefit. Both centers had the same learning packets; but one center lacked the accompanying tapes and other supplemental materials, i.e., filmstrips, projectors, etc. Additional materials were sent to each school late in the school year for program enrichment. Both schools received the materials, but only one AIMS classroom has received materials to date. The

project served 100 students which was just over half the number of students to be served as stated in the proposal.

Although the objectives were not attained, students did receive instruction that did improve their proficiency in the classroom as reported by their instructors.

CONCLUSIONS AND RECOMMENDATIONS

Students received individualized instruction that assisted them to improve their efforts in their vocational shops, as reported by their shop teachers. It is recommended that since the project was designed to benefit restaurant practice and tailoring students, efforts should be made to insure that these students be enrolled first before others are allowed to take part in the project. Further efforts should be made to insure that, if both sites are to operate, they both have the same materials. It is further recommended that careful consideration be given to ascertain whether both sites are able to achieve project objectives under present operational procedures, or whether project implementation changes need to occur to insure the attainment of proposal objectives by both sites.

RESOURCE ROOM PROGRAM

CATEGORY: Subpart 2

PROJECT AREA: All Fields

PROPOSAL NUMBER: 76-9001

BUDGET: $524,584.00 (Includes funding for Individualized Instruction for Special/Vocational EMR Program Project)

PERSON RESPONSIBLE FOR PROJECT; Dr. Richard Glean

LOCATION/S: Bartram, Ben Franklin, Germantown, Gratz, King, Olney, South Philadelphia High schools; Bok AVTS; Swenson Skills Center.

PROJECT DESCRIPTION

Resource Room Programs were designed to provide educational programming for the mainstreamed mildly handicapped student. In a small group setting, children with special educational needs were instructed for limited periods of the school day, Diagnostic-prescriptive teaching methods were used to improve academic skills and other behaviors associated with the learning process, Although a basic skills curriculum was heavily stressed, the basic concerns of the programs were all aspects of the educational, emotional and social development of the child. A vital aspect of each school's Resource Room Program was the continual involvement of parents in the planning and provision of needed assistance.

PROJECT HISTORY

This was the first year of implementation. Last year was to have been the first year in which this project was to have operated, but due to city-wide transfers of teaching staff and difficulties in obtaining staff, the project was not implemented. Materials and supplies were purchased and the remainder of the funds were returned for use during the current funding year.

PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

1. Mildly Handicapped (Mainstreamed)

To employ 14 Special/Vocational Education Resource Room teachers and paraprofessionals to perform the following activities:

1. Consult with the Special/Vocational Training Coordinator and Vocational Shop teachers to identify the instructional needs of the mainstreamed mildly handicapped pupil.

2. Provide direct instruction to the mainstreamed pupil at their home school based on instructional needs observed in the shops.

3. Communicate the vocational instructional needs of the mainstreamed mildly handicapped pupils to other teachers at the home school who have responsibility for their instruction.

PROJECT IMPLEMENTATION

The project was in operation with 10 teaching positions filled in 10 schools. The aides who were to work along with the resource teachers were not appointed during the current school year, One resource teacher left with no replacement, leaving a final total of 9 teacher positions in 9 schools. On-site visits to schools found resource room teachers observing vocational special education students in classroom, talking with teachers concerning student needs, and working with students' specific needs both in and out of classroom. One resource teacher recommended several students to a job coordinator and several students received part-time employment after school as a result of these contacts. The teachers circulated from shop to shop observing and working with students. The resource room teachers helped students increase their participation in classroom activities, Students received help with basics, vocational shop procedures, shop theory, classroom

notes, and test-taking skills. Classroom books and materials were utilized as well as other supplemental materials. The resource room teachers worked only with those students who needed help in classroom and only with teachers willing to receive assistance. In addition, there were special education students who were frequently observed, but were not considered in need of assistance.

EVALUATION PLAN: QUESTIONS ANSWERED

1. How many students participated in the program? How were they identified and selected for the program?

Table 1, below, reports the number of students enrolled at each school.

Table 1

Students Enrolled at Each School

School	Number of Students
Gratz	109
Swenson	108
Ben Franklin	90
Germantown	60
South Philadelphia	50
Olney	39
Bok	26
Bartram	25
King	20
West Philadelphia	15*
Total	542

*Position became vacant in February

Students were enrolled in the program only if they were certified special education students, and mainstreamed into vocational shops. Some of the resource room teachers received lists of special

education students and then identified which students were vocationally mainstreamed. Others distributed forms to vocational teachers for referrals, or found students through roster offices, counselors, and teachers. In most instances lists of vocationally-mainstreamed special education students were not available to the resource room teachers who had to develop their own lists. Those who did have lists had to update them constantly. Lists were then generated and files kept on students' progress. Selected students were given immediate attention while other students were observed by resource room teachers. Students who were failing, had poor attendance, or those doing well, but could do better, were assisted by resource room teachers. Students were assisted based upon students' need, teacher referrals, and limited by the number of students to whom the resource teacher could effectively provide assistance.

2. How were the instructional needs of handicapped students determined?

When making referrals, teachers would inform the resource teachers of the problems and specific needs of special education students. Grades, attendance and student records were taken into consideration. Formal and informal tests were used to assess student abilities. Discussions with special education students, teachers, and classroom observations were also utilized to determine needs.

3. What types of instruction were provided?

Students received instruction using their own classroom books and materials. Additional work sheets and materials were used to supplement materials used in class. When students had lower reading

levels than those used in class, resource room teachers condensed materials and changed the reading levels to levels commensurate with the levels that students could understand. Instruction ranged from assistance in basics to complex vocational theories and concepts. Assistance was given in cursive writing, language skills (written and verbal), word recognition as related to vocational terms and other vocabulary needs, understanding written instructions, measurement, fractions, names of tools and equipment, use of equipment, recipe abbreviations, homework, job related attitudes, note taking, study skills, test taking skills, and shop related vocational theory.

Special education students were provided with necessary learning alternatives for students to survive in a mainstreamed vocational shop. Students' goals and objectives were devised so that they would be realistic and attainable. Motivation and encouragement were used to provide students with a sense of accomplishment and pride through achievements made in both resource rooms and vocational shops. Resource room teachers worked with students to develop positive attitudes toward self and the world of work. At times teachers were to re-examine their attitudes toward special education students, and their shop curriculums. On occasion student reassignments were necessary to assist students in obtaining shop assignments commensurate with their abilities and interests.

4. How were the deficiencies and instructional needs of students communicated to other instructors involved with handicapped students at the home school?

Both Swenson and Bok received vocational students from other home schools. The resource room teachers were in contact with other

schools by telephone or visits. The other schools were home schools. These resource room teachers maintained contacts, within their schools, with teachers and other school personnel. Resource room teachers discussed with instructors student needs, progress, and how they could be of assistance to instructors. Only a few instructors discussed how their class curriculum could be improved. This did not appear to be an area of open discussion with resource room teachers. There were still some teachers who did not desire help from resource room teachers or waited until students failed before asking for assistance. The resource room teachers generally had to visit shops to find students experiencing problems. Rapport with instructors did improve as teachers got to know the resource room teachers better. Resource room teachers also tried to find out what materials were used so that they could obtain tests, worksheets, textbooks and other materials used in class. Classroom activities were observed to find out student needs and also gain valuable vocational experience to assist the students further.

5. What types of follow-up was there for students served by the Resource Room program in their vocational shops?

Resource room teachers worked with students as necessary until anticipated achievement was realized. After students improved, they were observed in their classrooms and discussions were held with their teachers. Informal and formal tests were used to assess student progress. Students who did not need assistance were still monitored by resource room teachers in their shops. Students also stayed in contact with resource room teachers on their own to discuss their progress. Resource room teachers also initiated follow-up discussions with students to discuss progress in shops and during tutoring sessions,

ATTAINMENT OF OBJECTIVES

All objectives were attained except the number of Special/Vocational Education Resource Room teachers and paraprofessionals employed. Ten teachers were hired but no aides. This project encountered problems in hiring due to city-wide teacher transfers and other city-wide difficulties. The resource room teachers consulted with shop teachers and other school staff to identify mainstreamed handicapped students in need of remedial help. Students were provided with direct instruction in their shops and in the resource rooms. Communication was maintained with teachers and other personnel in the vocational and home schools.

CONCLUSIONS AND RECOMMENDATIONS

The resource room teachers provided valuable assistance to mainstreamed handicapped students in adjusting to a mainstreamed classroom environment. It is recommended that other sites be included to assist additional students, It is also recommended that at existing sites further efforts be made to overcome the reluctance of some teachers to permit their students to make use of resource room services.

VOCATIONAL EDUCATION FOR BILINGUAL STUDENTS

CATEGORY: Subpart 2

PROJECT AREA: Trade and Industrial Occupations

PROPOSAL NUMBER: 67-9803

BUDGET: $18,824.00

PERSON RESPONSIBLE FOR PROJECT; Dr. Richard Glean

LOCATION/S: S.A. Douglas

PROJECT DESCRIPTION

This project provided Spanish-speaking Educable Mentally Retarded (EMR) students with the services of a bilingual teacher-tutor. Services were available for Spanish-speaking students in six occupational areas: Food Services, Power Sewing, Hospital Practice, Wood Shop, Laundry and Dry Cleaning, and Business Workshop. Students were properly identified as Educable Mentally Retarded by a Multi-disciplinary Child Study Evaluation Team. The project was designed to improve vocabulary and the functional use of English in vocational areas. The bilingual teacher-tutor also taught English/Spanish equivalents of vocational terms.

PROJECT HISTORY

This was the fifth year of the project. The previous years' evaluations reported that the project met its objectives. Spanish-speaking EMR students were given assistance in pursuing their career goals; parents of these students were also provided with the services of the tutor for remedial help with English skills.

PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

1. To provide bilingual assistance to the S.A. Douglas Occupational School's vocational craft instructors having Spanish-speaking

disadvantaged students enrolled in their shops. This tutorial instruction will be given at least one hour a day for each of five vocational areas.

2. To prepare Hispanic disadvantaged students for the needs of the working world and for job placement.

3. To enjoy a 20% success factor in employment of Hispanic disadvantaged students in the private or government sector.

PROJECT IMPLEMENTATION

The project completed its fifth year of implementation. This year the project had a substitute bilingual teacher filling in until an appointment could be made.

The bilingual teacher-tutor rotated among the six occupational areas tutoring Hispanic EMR students in basic reading, arithmetic, vocabulary, and vocational concepts. The tutor also assisted students in their understanding of employment procedures in both languages when necessary. Students received individual tutoring for one period twice a week. The tutor was in constant contact with teachers, and used the same materials used in class supplemented with other remedial materials. The tutor also served as a translator for school personnel meeting with parents.

EVALUATION PLAN: QUESTIONS ANSWERED

1. In what subject areas and with how many instructors did the tutor work during the year?

The tutor worked with 15 instructors from 12 subject areas. The following table reports the number of teachers and subject areas that the tutor worked with during the year.

Table I

Teachers and Subject Areas Worked With

Subject Areas	Number of Teachers
CORE Curriculum - Reading and Math	4
Art	1
Cooking	1
Clerical Practice	1
Dry Cleaning	1
Hospital Practice	1
Math	1
Music	1
Power Sewing	1
Reading	1
Restaurant Practice	1
Woodshop	1
Total	15

2. What techniques did the bilingual tutor use to expose Spanish-speaking students to English/Spanish equivalents for vocational materials, equipment, concepts, and ideas?

The bilingual teacher-tutor worked with the same materials that students used in class to assist Spanish-speaking students in their understanding of what was going on in the classroom. The tutor attempted to provide motivation and encouragement to students in need of remedial help. Tutoring was done individually or in groups, while in class, shops, or in other designated areas. Students were assisted with worksheets and materials, equipment names, and classroom procedures. Students used remedial supplemental materials in addition to classroom materials in order to increase their levels of classroom proficiency. Students to age fourteen received extensive basic remedial help in reading vocabulary, arithmetic, language arts, and some vocational concepts. Flash cards, vocabulary list work sheets, word lists of difficult sounds, tapes, story books, and study procedures were used to develop the needed basis essential for vocational concepts and ideas.

The students over fourteen received assistance in their vocational shops. They received assistance with the pronunciation of vocational terms, concepts, and equipment used in the shops. The tutor worked along with students in the shops and asked them to describe what they were doing while assisting them with what they were working on. The tutor was also in contact with shop and academic teachers to discuss student progress. At times teachers came to the tutor to discuss student problems and concerns.

3. What procedures were used to select students for tutoring?

Hispanic EMR students were usually selected for the program through recommendations from teachers. This was done through volunteering names of students in need of remedial assistance and through informal discussions with teachers by the tutor. Parents also requested help through the principal. The tutor observed students in class in need of help, or those who teachers felt could do better. Of the 54 Hispanics at the Douglas School, a substantial number of students did not need constant assistance from the tutor. The ones in most need of help were scheduled for tutoring based on their need. The others, however, were observed by the tutor for progress during the school year and received help when needed.

4. What was the number of Hispanic students, enrolled in vocational courses, served by the bilingual tutor in each of the occupational areas?

Table II reports the number of Spanish-speaking students receiving tutoring in each vocational area.

Table II

Number of Hispanic Students Receiving Tutoring and Their Vocational Areas

Vocational Areas	Number of Students
Wood Shop	30*
Power Sewing	7
Restaurant Practice	5
Cooking	4
Sewing	4
Clerical Practice	3
Hospital Practice	1
Total	54

*Includes younger students who had not made vocational career choices.

5. How many, and what percentage of students who received tutoring, were placed in jobs by the end of the year by the job coordinator?

Three students (5.6%) who received tutoring were placed by the school job coordinator in part-time entry level positions in the Neighborhood Youth Corps working in hospitals as housekeepers.

Before students were placed, the coordinator ascertained the students' attitudes and attendance from their teachers and counselors. He accompanied students to both the interview and the job site. Periodic checks were made and progress charts were maintained for all working students. The student progress chart recorded the student's personality characteristics, behavior, attendance, quality of work, and other remarks. The chart was also s'gned by the student's supervisor. Students were placed whenever an opening occurred and students were only placed through the auspices of the Neighborhood Youth Corps.

ATTAINMENT OF OBJECTIVES

All objectives were attained for this project, except for the 20% success factor in employment of EMR Spanish-speaking students in the private or government sector. The teacher-tutor provided bilingual assistance to EMR Spanish-speaking students in all vocational shops having Spanish-speaking students. Vocational concepts and ideas were taught in conjunction with students' remedial assistance.

CONCLUSIONS AND RECOMMENDATIONS

The teacher-tutor provided remedial and vocational assistance to Spanish-speaking EMR students in all shop areas. Emphasis needs to be placed on increasing the percentage of EMR Spanish-speaking students who become employed as a result of participation in this program.

VOCATIONAL PROGRAMS FOR THE HANDICAPPED

CATEGORY: Subpart 2

PROJECT AREA: Health Occupations and Trade and Industrial Occupations

PROPOSAL NUMBER: 76-9001

BUDGET: $195,877.00

PERSON RESPONSIBLE FOR PROJECT; Dr. Richard Glean

LOCATION/S: Area Comprehensive High Schools

PROJECT DESCRIPTION

The project provided inclass support and consultive services to vocational teachers so that they could provide individualized instruction to mainstreamed mildly handicapped students in the area comprehensive high schools. A training coordinator consulted with vocational teachers and paraprofessionals and coordinated the activities of teacher aides in the vocational shops. The teacher aides provided direct instructional support and assistance to the mildly handicapped students enrolled in regular vocational classes. The aides assisted two vocational teachers on a half day basis or the equivalent, and worked with a minimum of six students enrolled in a shop area. The teacher aides likewise monitored attendance and punctuality, reminded students of safety procedures and work habits, and worked alongside the students in the shop area. In addition, students were assisted by the aides in performing activities as directed by teachers, and in using written materials provided to them by teachers.

PROJECT HISTORY

This was the second year of implementation. During the 1977-78 school year there was a freeze on hiring which prevented the project from securing personnel. It was considered inappropriate to fund the project during that year. Last year the project had difficulties in

procuring staff due to city-wide teaching staff transfers, which took place in February, 1979. In the same month paraprofessionals were hired, trained, and began assisting teachers in classrooms.

PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

1. Mildly Handicapped (Mainstreamed)

   a. Twenty-four paraprofessional employees to function as vocational teacher aides will be hired during the Fall, 1979 and assigned to schools having an enrollment of mildly handicapped pupils in certified vocational education programs.

   b. Each paraprofessional will assist two vocational teachers on a half-day basis or the equivalent thereof.

      Paraprofessional assistance to vocational teachers will be characterized by:

      1. keeping any records such as attendance, punctuality, pupil responses, etc., as deemed necessary by the Training Manager and school personnel for handicapped pupils in the shop area;

      2. working with nonhandicapped students in the shop area during the time that the vocational teacher is working directly with handicapped pupils in the shop area;

      3. communicating the special requirements of the handicapped pupils working in the shop area to the vocational teacher as these requirements become evident.

   c. Each paraprofessional will assist a minimum of six mildly handicapped pupils enrolled in a regular shop area. Paraprofessional assistance to pupils will be characterized by:

      1. monitoring attendance and punctuality of handicapped pupils in the shop areas;

      2. reminding handicapped pupils of appropriate safety and work habits in the shop area and documenting their behaviors if required;

      3. working alongside the handicapped pupil in the shop area to aid him/her to perform activities as per the vocational teachers' direction;

4. assisting handicapped pupils with written materials provided to them by the vocational teacher.

d. A minimum of 144 mildly handicapped pupils will be enrolled in regular vocational education programs at various locations throughout the School District.

e. Ninety percent of the mildly handicapped pupils enrolled in regular vocational education programs and receiving the assistance of a project vocational teacher aide will have attendance and punctuality records equivalent to minimal required standards for the shop in which they are rostered at the end of the 1979-80 school year.

f. Seventy-five percent of mildly handicapped pupils enrolled in regular vocational education programs and receiving the assistance of a project vocational teacher aide will complete the required materials with a passing grade in the shop area in which they are rostered.

PROJECT IMPLEMENTATION

The program was in operation for the second year. Twenty-five paraprofessional aides assisted vocational teachers on a half day basis, providing direct service to mainstreamed mildly handicapped special education students. The aides were placed in shops that had three or more special education students. Although actual enrollment figures were higher, the paraprofessionals worked directly with 359 mildly handicapped students.

The aides worked in the various vocational classrooms providing direct instructional and vocational support to special education students. They worked directly with mildly handicapped students assisting them with class projects, shop theory, and personal adjustments. As deficiencies presented themselves, the aides provided remedial assistance in the shops. The aides also consulted with Special Education Resource Room Teachers for additional assistance. The consultation between paraprofessionals and Resource Room Teachers helped to coordinate efforts between the two programs and address student deficiencies.

The paraprofessionals also worked closely with students to aid them in adjusting to vocational mainstreaming. They helped provide incentives for students to remain in school, participate in classroom activities, and develop the proper attitudes necessary for adjustment.

The paraprofessionals' role with instructors ranged from assistant teaching to non-instructional student supervisor. Some aides were able to assist teachers with developing projects and teaching students, while others only oversaw that students followed safety classroom procedures. Most of the aides worked in the project last year and appeared to feel more confident this year.

EVALUATION PLAN: QUESTIONS ANSWERED

1. In what types of activities were paraprofessionals engaged with students?

The paraprofessionals provided direct instructional support to mainstreamed mildly handicapped students in the following shop areas: art, automotive mechanical, baking, building maintenance, business, child care, cosmetology, drafting, electronics, home economics, horticulture, hospital practice, machine shop, marriage and the family, masonry, new/used car preparation, photography, power sewing, printing, radio and television, restaurant practice, reupholstery, service station attendant, vending, and tailoring. The paraprofessionals worked with individuals and small groups of special education students, providing them with assistance in understanding shop directions, shop safety, remedial readers, mathematics, measurements, shop theory, and their shop projects.

The paraprofessionals provided supportive assistance which enabled special education students to adjust to being mainstreamed into regular vocational classes. The aides encouraged students to finish projects

and to participate in the classroom activities. Students who were failing or had attendance problems received additional assistance in order to succeed. Students with personal problems often came to the paraprofessional for assistance.

2, In what types of activities were paraprofessionals engaged in providing assistance to vocational instructors?

The paraprofessionals worked along with students and helped supervise classroom activities. They provided necessary feedback to instructors concerning student personal problems and progress. Some of the aides offered suggestions for activities or developed their own special projects. Others followed the plans of instruction with no input into the classroom learning experiences. The aides helped set up classroom activities and also made sure that things were put away properly. Other duties included running off tests, requisitioning orders for needed supplies, keeping classes orderly and under control, taking roll, coordinating display cabinets, developing tests, and calling home when students did not attend class. The aides relieved the instructor of some of the classroom pressures by providing support and assistance needed for special education students to keep up with in regular vocational classes, and by allowing instructors to have more time to give personal assistance to students with special problems or concerns.

3. What types of training and instructional support did paraprofessionals receive to facilitate their instructional duties and responsibilities?

Teachers met with aides before class, after class, and during prep periods to answer questions, and assist the paraprofessionals in their development of shop skills necessary to help special education students. Last year, when the aides were chosen, they were not hired on the basis of vocational training or experience with special education students.

Rather, they were aides who had been unemployed due to budgetary cut backs, and most were not equipped with prior experience in many of the shop areas. The paraprofessionals were trained along with students. Some of the aides, however, were placed in areas of which they had prior training or knowledge.

This year aides reported more confidence in their vocational areas and abilities to assist and develop better relations with students. Some of the students with whom they worked last year had returned and assisted aides with some of the new students.

In schools where both paraprofessionals and Resource Room Teachers were placed, there was a sharing of information. The paraprofessionals were able to consult with Resource Room Teachers. The aides were able to inform them of special education students needing special assistance, and provide feedback on student progress.

4. What percentage of mildly handicapped students enrolled in regular vocational classrooms had attendance and punctuality records equivalent to the minimal required shop standards?

According to project records, it was reported that 88% of the mildly handicapped students had attendance records equivalent to the minimal required shop standards. In addition, 99% of the students had punctuality records equivalent to the minimal required shop standards.

5. What percentage of mildly handicapped students enrolled in regular vocational programs completed the required materials with a passing grade in the shop in which they were rostered?

According to project records, 89% of the mildly handicapped students enrolled in regular vocational classes were able to pass their vocational courses. Students were graded as regular students and were graded on the number of tasks that they were able to complete. (Tasks were not considered complete until done correctly.) Aides reported

that most of the students who attended class regularly, generally, were able to complete the required materials with a passing grade.

ATTAINMENT OF OBJECTIVES

All objectives were attained except for 90% of the students having attendance records equivalent to the required shop standards. This objective was attained for punctuality and approached for attendance. The paraprofessionals worked directly with over 144 mildly handicapped students, assisting them in the shop areas to perform their prescribed activities. Over 79% of the students completed the required activities with a passing grade. The aides communicated with teachers concerning students' needs and assisted students with shop safety and work habits.

CONCLUSIONS AND RECOMMENDATIONS

In its first full year of operation, this project provided mainstreamed mildly handicapped students with additional assistance in vocational classrooms.

It is recommended that the aides monitor attendance more closely and provide greater attention to that area. It is further recommended that the project be expanded to help meet the needs of the increasing number of mildly handicapped students who are mainstreamed into regular vocational classrooms.